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# College of Hawaii Extension Work

## INDUSTRIAL EDUCATION FOR HAWAII'S SCHOOLS

BY SUPT. W. T. POPE

"Industrial Education" is a system of education that will prepare the youths of the country to best meet the problems of life. There are now many methods of instruction, many types of schools, each partaking of a plan most suitable or that is supposed to be most suitable to the locality and type of pupils with which they have to deal. Generally speaking, we can say that all of these schools are working for the same great end in culture and crafts, just as do the churches of the many creeds, differing in their points of view yet aiming to accomplish the same great achievement.

Industrial Education is supposed to have entered our educational system as a branch of art. The first decisive steps probably took place in Boston, where drawing and practical demonstrations in mechanics were first made, along with the regular studies of reading, spelling, writing and arithmetic. The story of the early development of this kind of educational work is interesting. Progress was slow, but gradually there were opened, here and there throughout the Eastern States, private schools of various types, with the public schools slowly venturing into industrial training. It is claimed that the few industrial training exhibits at the Centennial, held in Philadelphia in 1876, were the first to attract the attention of the great masses of citizens in America. Many leading educators there took the inspiration and very soon thereafter there grew into existence schools of many types, varying from fine-art museums to the rudimentary workshops. Of recent years, the public schools of America have shown a very great amount of this industrial progress and we can justly be proud of what we are prone to believe is the finest public-school system as well as one that has great influence in the developing of the most intense system of industry in the world.

During the last 20 or 30 years trade schools have been established in most of the cities and towns throughout the United States. It is now a great satisfaction to find many high-grade trade schools, polytechnic high schools and secondary schools of agriculture being established throughout the entire country. There is probably no movement in education that has of late received so much attention as this latter-mentioned kind of school—secondary agricultural schools.

In an investigation of any of these schools we find that they are each organized to suit the needs of the community in which they are located and of the pupils for whom they are created. These country schools are, strictly speaking, agricultural trade schools and have for their sole object the educating of the farmers' boys and girls who cannot or who do not wish to take up an extensive college course but who are anxious to get that from a training which will be most useful to them when they take charge of the home farm or farm home. The school is made the educational center of the community and the farmers are free to call upon it for assistance in any line of work pertaining to farming and home-making. Being of a trade-school type, these schools do not prepare students for State universities or for colleges of agriculture.

In considering industrial schools and their work in the country in general, we must not fail to mention what has been going on all these years in Hawaii. The early history of industrial work in the Hawaiian Islands is as interesting as that of any other part of the country. From the very first, education held a permanent place in the work of the American Mission Board. That organization made many attempts to encourage among the natives the arts and usages of civilized life. It sent out with the early missionaries skilled teachers whose entire duty it was to instruct the natives in agriculture and the rudiments of mechanical arts, such industries as carpentry, masonry, shoemaking, tailoring and particularly along agricultural lines. While the ancient Hawaiians were well informed in the agricultural pursuits of the country, we find that the pursuits were so limited that a great many branches entirely new to them had to be taken up in order to comply with the requirements of the new civilization. The demands for industrial training became so great that the missionaries found it necessary to establish industrial schools. The Lahainaluna Seminary, on Maui, was opened in 1831 and while the object of this institution was mainly for the training of teachers and other helpers in the mission work, it naturally has been an industrial school more or less all through its entire period of existence. This school has gone through various stages of development and at present is the largest industrial school under the management of the Department of Public Instruction. It occupies an area of several hundred acres of land, has a number of good buildings and an enrollment of 120 pupils. These pupils are busily engaged in various

departments,—a printing shop, blacksmith shop, carpenter shop, culinary department. Aside from the agricultural training, they get opportunities to learn many things in reference to the carrying on of a large agricultural farm. The Lahainaluna institution, being a very old school, its graduates are numbered by the thousands, most of whom have proven a great credit to their race and to their teachers and it is to this school, along with others, that we can look for great progress in industrial training in the future.

Soon after the establishment of the Lahainaluna school, the Hilo Boarding School was founded, 1836, as an industrial school. Industrial training has always been a prominent feature of Lahainaluna Industrial School and the Hilo Boarding School are practically of the same type and it is believed that they are the best suited to the needs of our growing youths in the Islands, in that they include practically a grammar school course of study in connection with the industrial training. In the past sixty years there have been a number of schools created throughout the Hawaiian Islands, many of which have offered a training of an industrial nature. At the present time there are a number of private schools that are doing industrial work. Manual training has been included in the course of study at Oahu College for some time, and the Kamehameha Schools, for Hawaiian girls and boys, offer not only a good primary and grammar-school education but also a thorough manual training course.

There are two industrial Reformatories at the present time under the management of the Department of Public Instruction. The Boys' Reformatory at Waialeale has long been considered of much consequence and, while the appropriations for the school have not been large, for the great numbers of boys assigned there, the institution has done good work under the circumstances. The new appropriation of \$25,000 for maintenance for this biennial period as well as \$30,000 for new buildings has made it possible for a complete reorganization of the work, not only making it possible to improve the training along industrial lines but to reorganize the classroom work; and aside from the active part of the larger boys aiding in the construction of new buildings, they get considerable training in agricultural work, woodwork, ironwork, tailoring, and other similar branches. The Girls' Industrial School is also attempting to give such training as will be helpful in their life work after leaving the institution.

While industrial and manual training has been developed in the public schools in most of the States, it has also been making advancement in the Territorial schools of Hawaii. In the rural schools, the teachers are encouraging industrial work as best they can. Most of the reports show that the teachers are training girls in sewing, laundering and washing and the boys in woodwork and to some extent in general agricultural work. In some places their efforts have not been met with encouragement, but in most respects we can claim the support of not only the parents of children but of the su-

gar plantations, pineapple plantations and other industrial organizations. The plantations recognize that industrial-trained labor of people grown up in the Territory is far superior to that of any other kind of labor that they can get. They are not only supporting our system financially but are advocating the establishment of such schools as will improve the labor of the country. A few years ago the Department of Public Instruction established a manual-training department along with agriculture in the Territorial Normal School and the work has had a widespread influence in the many localities in which its graduates have gone. The manual-training department of the Normal School has been greatly improved in the past few years. It has been enlarged and is much better equipped in every way than formerly. It is capable of accommodating over 100 pupils a day and there are now over 70 normal graduates of the teaching force who have received more or less of this industrial influence. The establishment of one or more industrial schools throughout the Territory by the Department of Public Instruction has been more or less agitated during the past year and the plan is being very generally supported. The scheme, as it stands at present, is the establishment of Industrial Boarding Schools, to which pupils may go after they have finished at least four grades of the common schools. The pupils are certain not only of qualifying as practical workmen in various branches after they are through, but also making some money for themselves while in attendance at such a school. Naturally such schools must be established near centers of large industries as in the pineapple-growing region or near sugar plantations. Plans for such schools have met with hearty approval and offers of cooperation. For the success of such a school we must look for the support of the leaders of the large industries; otherwise we cannot hope for success. The new school law permits children, who fall by the time they are 12 years of age to pass into the fifth grade, to attend one of these vocational schools. Such a school would have to be a boarding school and the work would be so arranged that each pupil could receive a remuneration for the work accomplished while learning. It is hoped that such schools will keep the youths of this country constantly employed as they grow up into manhood and womanhood, saving them from the three or four years that many of them waste after leaving the public schools and before they enter into any regular work as wage-earners. Such schools would not have the nature of reformatories, but would be branches of the regular public-school system.

While the pioneers who laid the foundation for the early Hawaiian school system had a homogeneous population to deal with, they found great need for industrial training, but as time has gone by, the need has increased greatly owing to the population developing into one of the most cosmopolitan. The educators of the past have done commendable work, but it is evident that those concerned at present and in the future have a much greater work to do. Hawaii is in need of a diversified system of industry. To have it her population must be industrially educated and this must come through our schools.

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